

**The Mill Hill School Foundation  
Walker House, Millers Close, The Ridgeway, Mill Hill,  
London NW7 1AQ**

**Mill Hill School  
Belmont, Mill Hill Preparatory School  
Grimsdell, Mill Hill Pre-Preparatory School  
The Mount, Mill Hill International**

## **Admissions Policy**

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**Independent Co-educational Day School for Pupils aged 3  
to 18 years and Boarding School for Pupils aged 13 to 18  
years**

**Effective October 2016**

## The Mill Hill School Foundation

The Foundation aims to provide excellence in education, to support pupils in the passage from childhood towards adulthood and develop in every pupil self-discipline, responsibility, spiritual and moral values, leading to the highest possible standards of behaviour, consideration for others, pride in oneself and in one's achievements.

### Admissions Policy

#### Authority and circulation

This policy has been authorised by the Court of Governors of The Mill Hill School Foundation [the 'Foundation']. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff.

#### Policy statement

The aims of this policy are:

- To ensure compliance with the School's charitable purposes. The Foundation has a Christian ethos and is proud of its non-conformist traditions. The Foundation community is made up of children, parents, legal guardians, education guardians, members of staff and governors from many different races, creeds and background. The Foundation is a selective co-educational School for pupils aged 3 to 18 years.
- To identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of the School community. The School will admit only children who have met the academic criteria.

**Equal Treatment:** The School welcomes children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of the School community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents', race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status. The School expects all of its pupils to attend, as and when required, its church services and School assemblies which are fundamental to the School's Christian ethos.

**Disability, Learning Difficulty/Disability and Special Educational Needs:** The School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have learning difficulties/disabilities, physical or mental impairment disabilities as defined by the Equality Act 2010, including those with a Statement of Educational Need, for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known learning difficulty/disability, other disability or special educational need which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any learning difficulty/disability, other disability or special educational needs should provide the School with full written details at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made

to cater adequately for the child's needs both during the admission process and if an offer of a place is made.

Similarly, if learning difficulties/disabilities, special educational needs or another disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

### **Pupils for whom English is an Additional Language**

Pupils for whom English is an Additional Language are assessed for their standard of English on application to the School where appropriate, to assess the level of EAL support they need. Their curriculum is then adapted to suit their needs and abilities. Lessons in EAL are provided for those pupils who need it, either in small groups or individually, as appropriate.

### **Procedures**

**Summary:** The School's admission procedure is as follows –

Pupils will be considered as candidates for admission and entry to the School when the Registration Form has been completed and returned to us and the non-returnable registration fee paid.

Admission and entry will be subject to the availability of a place and the pupil satisfying the admission requirements at the time. The School operates an equal treatment policy. Admissions at Belmont and Mill Hill School are determined on a competitive basis according to the testing, interview and selection procedures in place at the time.

It is assumed that a pupil will, subject to conduct and academic attainment, progress through the School and complete the Upper Sixth year at Mill Hill School. A pupil who is moving from Grimsdell to Belmont School will be required to show an ability to do so through internal assessment and the advice of the Head of Grimsdell. A pupil who is moving from Belmont School to Mill Hill School will be required to show an ability to do so through internal assessment and the advice of the Head of Belmont. When it is thought appropriate parents will be consulted before the end of the Spring Term of the relevant year of transfer if there appears to be any reason why the pupil may be refused a place at the next stage of the School or if the pupil is required to repeat a year. A pupil moving into the Sixth Form will be required to satisfy the relevant academic entry criteria at the time.

**Entry points:** These procedures apply at the main points of entry: Nursery, Reception, 7+, 11+, 13+ and 16+ and also to candidates for occasional vacancies in any other year group.

**Entry tests:** These are stated in the entry procedure to each School

**Character reference:** At entry at Nursery level a Report may be sought from the previous Nursery if appropriate. At other entry levels the Head of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents and interests, and any other special circumstances such as special educational needs, or disability. The reference may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).

**Candidate's age:** Very occasionally, the School may offer places to pupils one year ahead or behind their standard year group, if the School considers, as a matter of professional judgement, that this would be in the best interests of the pupil and the School.

### **Admission to Grimsdell, Mill Hill Pre-Preparatory School**

Pupils being considered for a place at 3+ and 4+ will attend an informal assessment with the Head and a member of Early Years teaching staff, in the presence of his or her parents. In order to be offered a place or put onto the waiting list, children are required to demonstrate age appropriate development during the assessment and a natural interest in learning. Priority for places will be given to siblings who meet this criteria, followed by those children who are considered to be most suited to the balance of structure, breadth and pace that we offer at Grimsdell and are likely to progress successfully through the Foundation. The assessment will include an informal interview with the parents that will cover such matters as the child's development, nursery or playgroup experience, if applicable, and any areas of strength or special needs. During the assessment there will be an opportunity for the child to access a range of play-based activities and materials. They will be invited to explore these with a member of our teaching staff, following the child's lead. The child will be observed in this context to assess his or her speech and language, mathematical and phonological awareness, motor skills, coordination and behaviour bearing in mind the child's age and first language. We are also equally interested in social and emotional development, creativity and the ability to think for themselves and demonstrate age appropriate independence. Consideration will also be given to any reports from his or her previous nursery if applicable.

During the Nursery year pupils are assessed and monitored. It is expected that a pupil will progress into Reception and through the School. A pupil who is moving from Nursery to Reception will be required to show an ability to do so through internal assessment and the advice of The Head of Grimsdell and the Nursery staff.

In the event of occasional places becoming available in Year 1 and Year 2, these are offered subject to an informal interview and an assessment of the child. The assessment will consist of the observation of the child in class for a morning when he or she will be given a Maths and English exercise to complete and a reading test. A recent report will be sought from the child's present school. A place will be offered to a child who, upon assessment and consideration of the previous school report, demonstrates that they will benefit from the pace and content of our curriculum and who is deemed **1** transfer to Belmont.

Occasional places for pupils in Reception and Nursery will be handled in the same manner as our general intake for these year groups, in date order with priority given to siblings. During the informal assessment the child will need to demonstrate a suitable level of development for their age.

### **Admission to Belmont, Mill Hill Preparatory School**

The main entry points to Belmont are Year 3 (7+) and Year 7 (11+).

#### **Entry to Year 3**

Places are offered to boys and girls after the child has been interviewed, undertaken a series of assessments and the School has received a confidential reference from the child's Head Teacher. The interview consists of a general discussion about hobbies and interests with an experienced member of staff and includes a reading test. The children will also be assessed on their vocabulary, ability to listen, concentrate and interact socially with their peers, in both a formal and informal setting.

The written assessment tests their ability to write a short piece of prose with correct spelling and punctuation. The assessment of mathematical ability is at an age appropriate level and includes topics covered at Key Stage 1 of the National Curriculum.

#### **Entry to Year 7**

As described for entry at Year 3, places are allocated to boys and girls after an assessment day, in the November before entry. The assessment day will include a range of different activities that attempt to assess the whole child and gauge their suitability for the Mill Hill Foundation. The assessment will consist of the following:

1. A two part group interview – which assesses' academic capabilities and then interests, hobbies and personal achievements.
2. A lateral thinking assessment – Testing the ability to work within an unfamiliar setting within a group situation.
3. An online academic test that measures verbal, numerical and non-verbal skills.
4. A written response to a stimulus under timed conditions – 15 minutes
5. A confidential reference from the child's Head Teacher.

The assessment process aims to close the gap between children who have benefitted from tutoring and those who have not.

Places at other ages occasionally become available. Assessment follows the same procedure as described above, the written papers and the depth of interview being adjusted according to the age of the candidate.

It is assumed that once admitted to the School, a child making satisfactory progress and with a record of good behaviour, will move through the Foundation. Internal assessment takes place at regular intervals and the parents of a child whose progress gives cause for concern will be informed.

Occasionally parents may be advised that transfer to the senior school is not in the child's best educational interests and in this circumstance the School would help parents find an alternative school.

### **Admission to The Mount, Mill Hill International**

Places at The Mount, Mill Hill International are offered according to date of registration. Once registered, candidates are required to sit the School's placement tests in English, Mathematics and the candidate's mother tongue. The School also requires a confidential reference from the child's present school. The results of these tests will determine whether an interview, either in person or via Skype, will be offered to the candidate. The interview, together with the School placement test results and the last two years' school reports will form the basis on which to decide whether the School can offer the child a place or not. Successful candidates, depending on the level of English and the age of the child, will be offered a suitable course within The Mount, Mill Hill International.

Pupils will be re-tested upon entry and should the English level of the pupil not match the level as tested during the admissions process, an alternative course within The Mount, Mill Hill International will be offered.

### **Admission to Mill Hill School**

#### **UK Applicants**

#### **Entry to Fourth Form (13+, Year 9) and to the Remove (14+, Year 10)**

Once registered, candidates are invited to attend interviews and will also need to sit the School's entrance examinations in English, Mathematics, Science and French. There is also an optional paper in Latin which candidates may choose to sit. Candidates who have not previously studied French may be excused the requirement to sit this paper, and parents of such applicants should contact the School to discuss the matter at the time of their application. The School also requests a confidential reference from the child's present school which the School will use, together with the interview and examination results, as the basis on which to decide whether the School can offer a child a place or not.

In addition to the traditional arrangements outlined above, the School offers candidates the opportunity to be assessed early for a 13+ place. This opportunity is offered to candidates in Year 6. Candidates will attend interviews and also sit an online aptitude test entitled CEM Select which is

provided and marked by CEM (University of Durham). The School also requests a confidential reference from the child's present school which the School will use, together with the interview and aptitude test results, as the basis on which to decide whether the School can offer a child a place or not. Those who receive the offer of a place following early testing will be expected to achieve a satisfactory level of performance at Common Entrance in Year 8.

### **Entry to Sixth Form (Year 12)**

Once registered, applicants resident in the UK are required to come to the School for interviews (normally, one with a senior member of staff together with subject-specific interviews with other members of staff). The School also requests a confidential reference and the most recent two sets of reports from the candidate's present school which the School will use, together with the interview and predicted GCSE results (if being sat), as the basis to decide whether the School can offer a child a place or not. Offers to enter the Mill Hill Sixth Form are currently conditional on achieving a minimum of two A grades and three B grades at GCSE plus C grades in English and Mathematics at GCSE (or international equivalent). In addition, each Lower Sixth Form subject has its own specific GCSE grade requirement; these are set out in the Sixth Form Curriculum Guide. These entry grades to the Sixth Form are a minimum requirement and may not, in themselves, be sufficient to guarantee the offer of a place.

As public examinations reform over the coming years, the present system of GCSE letter grades will be replaced by one featuring numerical grades, where 9 is at the top and 1 is at the bottom. The examinations regulator, Ofqual, has published information on the equivalence between current letter grades and future numerical grades. Consequently offers to the Sixth Form from September 2017 onwards will be conditional on achieving two A and three B grades at GCSE, which will include the equivalent numerical grades in any reformed subjects. The equivalent of an A will be grade 7 and the equivalent of a B will be grade 6. A minimum grade 4 at Mathematics and English Language or English Literature GCSE will be required for entry to the Sixth Form.

### **Overseas Applicants**

#### **Entry to Fourth Form (13+, Year 9) and to the Remove (14+, Year 10)**

Once registered, candidates for whom English is an Additional Language are required to take the Oxford Placement Test, an online adaptive test of Reading and Writing skills. Those candidates who meet the minimum English requirement will also take written examinations in English (composition), Mathematics and Science.

#### **Entry to the Sixth Form (Year 12)**

Once registered, candidates for whom English is an Additional Language are required to take the Oxford Placement Test, an online adaptive test of Reading and Writing Skills. Those candidates who meet the minimum English requirement will also take a written composition paper. Candidates intending to take Lower Sixth Form courses in any of Mathematics, Biology, Chemistry, Physics or Economics are normally required to sit examinations in these subjects. The School may sometime require a candidate to sit an examination in another proposed Lower Sixth Form subject, where the School feels this is necessary to assess their application effectively.

**Interviews at Mill Hill School:** These are of two kinds –

**General interviews:** In all cases there will be a general interview to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community, support available at home and any relevant connection with the School.

**Subject interview:** At 16+ there are usually subject-specific interviews to assess a candidate's academic ability in particular subjects. Candidates for Art will normally be asked to submit a portfolio of their work. Candidates for Music and Drama will be expected to audition. Details will be given prior to interview.

Interviews will, wherever possible, be conducted in person. In cases where this is not possible (e.g. because a candidate lives outside the UK), they may be conducted by Skype or another suitable means.

**Further Information**

**Special circumstances:** The School recognises that a candidate’s performance may be affected by particular circumstances, for example -

If he/she is unwell when taking tests or has had a lengthy absence from his/her school;

If there are particular family circumstances such as a recent bereavement;

If there is a relevant educational history, for example education outside the British system;

If the candidate has a disability or specific learning difficulties;

If English is not the candidate’s first language.

In any of these cases, the School may request further information such as a medical certificate or educational psychologist’s report and any associated correspondence or details from the pupil’s current school (including samples of work) or any family history of dyslexia, as the School considers necessary to make a fair assessment.

**Disclosures:** Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child’s health, allergies, physical and mental impairment disabilities, learning difficulties or disabilities or special educational needs.

**Additional factors:** The Schools are oversubscribed. If the School has to decide between two or more candidates who meet the School’s admission requirements after all appropriate allowances and special consideration has been given, the School may give preference to:-

A child who already has a brother or sister in the school or whose parent is a former pupil of the Foundation;

A child whose parent is current member of the School teaching staff;

A child with a particular skill, talent or aptitude.

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Last review: Academic Committee October 2016

By resolution of the Academic Committee of the Court of Governors

Signed .....  
Chairman of the Academic Committee of the Court of Governor

Date .....

